Appendix A

The Commission’s 19 Recommendations

The Commission has made 19 recommendations which would form the focus of the self-improving education system and would underpin the achievement of two important targets for Oldham. They are as follows:

- All national performance indicators to be at the national average or beyond by 2020
- All Oldham education providers to be judged as good or better by OFSTED by 2020

1 The Oldham Student – the Oldham Curriculum Offer
An enriched curriculum for schools and colleges to ensure Oldham’s children and young people are school ready, life ready and work ready. It would be ‘designed by Oldham, for Oldham’ to support people to achieve the qualifications they want and need but would embrace art, music and culture, sport, citizenship and community contribution, character development, life skills and employability.

2 Underperforming groups – closing the gaps
Development of strategies to close the performance gap for Looked After Children at key Stage 4; higher ability children achieving higher grades; children eligible for the Pupil Premium and free school meals; children from ethnic minority groups especially Asian and mixed race groups; boys as compared to girls; Children with Special Educational Needs and Disabilities. Partnerships with The Education Endowment Foundation and The Sutton Trust will provide evidence based expertise.

3 Special Educational Needs and Disabilities (SEND)
Make additional provision to increase the capacity and the types of support for children with autistic spectrum disorder, profound and multiple learning difficulties, complex communication and interaction difficulties and children with mild and severe learning difficulties. Consider establishing a free school to provide additional capacity in the primary phase.

4 Behaviour and exclusions
Develop a new approach to prevent escalation by earlier identification and improved support and to improve the management of exclusions. Improve the availability of social, emotional and psychological support and consider the establishment of Free School to provide extra capacity for alternative provision.

5 International new arrivals and English as an Additional Language (EAL)
To continue and extend the existing good practice to ensure integration and provision for international new arrivals which enables every child to be enriched by a wide variety of backgrounds and origins. Including extending best practice for EAL learners from the most successful primary schools to secondary schools, ensuring effective transitions between Early Years provision, primary and secondary schools, raising GCSE achievement of Pakistani and Bangladeshi pupils and developing the ‘Oldham Welcome’ to support newly arrived families.

6 Using data to drive improvement within a new performance framework
To identify and record the data needed to support delivery of the recommendations, improve data analysis and agree data sharing protocols to support performance monitoring. Develop shared and transparent performance targets and success measures for children and young people’s outcomes – both for individual education providers and for the borough as a whole.
These would include regular monitoring of the progress of under-performing groups as well as headline achievement measures.

7 Educational Leadership in Oldham
Transformation will be driven by high quality leadership in schools and colleges. Oldham’s new Education Partnership will support and promote clear progression pathways to encourage existing and future educational professionals to develop their skills, knowledge and expertise in educational leadership, and to be ready for promotion to key roles within schools and within the local school system. Its programmes will embrace the full spectrum of educational leadership development from curriculum and pedagogic innovations, strategic approaches to efficient and effective organisational management, to mentoring and coaching support, to a broader understanding of education in a social, economic and political context.

8 The Oldham Teacher
Great education starts with high quality teaching. Oldham’s new Education Partnership will support the development and retention of great teachers by providing high quality professional development, peer and mentoring support, capacity building from recognized expert practitioners, access to and involvement with University research. An Oldham Teacher will be expected to take an interest in the education of all children in Oldham schools, support the development and delivery of the Oldham Curriculum, take responsibility for their own professional development and consider career progression within Oldham in the first instance.

9 Partnerships with organisations external to Oldham
One of the challenges facing Oldham is a lack of capacity to drive improvement. The low proportion of the borough’s secondary schools judged to be good or outstanding will have an impact on the capability of a self-improving system. Oldham will develop stronger links with national and regional organisations to support school improvement in the town.

10 Sharing best practice
Best practice already exists in Oldham and needs to be recorded and effectively shared via a regularly updated register of quality assured local best practice case studies, excellence visits and further development of the Education Excellence Awards

11 Making education ‘everyone’s business’
Oldham’s new Education Partnership to run a series of high profile campaigns to engage residents, businesses and organisations in playing a role to improve education and aspiration in Oldham. A ‘Get Oldham Reading’ campaign is suggested as an early campaign that could secure the involvement of a diverse range of stakeholders.

12 School Governance and the Oldham Governor
Develop a ‘Gold Standard’ for governors including induction support and accredited training within their first twelve months, regular, clear and concise data and information, support and mentoring toward progressing to become a Local Leader of Governance and National Leader of Governance (NLG) status, assign NLG mentor to new Chairs and share good practice via the Governor network. An Oldham governor will be expected to attend governors meetings as fully as possible, participate in training, challenge and support school leaders and contribute to the outcomes of all children and young people in Oldham.

13 Early Years and School Readiness
Closer partnership working between schools and Oldham’s diverse early years services with a particular focus on working with and supporting parents of under 5’s to ensure a smoother
transition into primary school. They also need to increase collaborative working with the Early Years networks and Primary Collaboratives and to create a shared definition of ‘school readiness’ and improved support for parents and carers of under 5’s.

14 The Oldham Parent
There needs to be strong two way partnership between parents, carers and schools because children achieve better outcomes if their parents and carers value education and are learners themselves. Parents need easily understood and regular feedback about their children progress and they should be encouraged to be learners themselves. One of the roles of parents is to ensure that their child is ready to learn whatever their age and being actively involved with the school including communicating any issues that might affect their child’s learning.

15 Community, parental and family learning
Carry out a review of current provision including mapping and evaluating the impact upon both the adult and the child’s learning. Identify the gaps in provision and the opportunities for improvement, to support parents and carers to better support their child’s learning.

16 Extended use of school premises
To assess how schools are utilised by the community and how to improve access for community-based activities which support children’s achievement, such as parental and family learning.

17 An independent review of vocational education
Carry out an independent review of vocational education in Oldham, including pre and post 16 routes and pathways to shape the future of provision in the town and inform Greater Manchester devolution. The review should consider the views of employers, the role and parity of vocational options and the characteristics of best practice.

18 Improving higher skills
Increase the number of residents with higher level skills (Level 4 and above) including progression of young people to university, apprenticeship or foundation degree and provide routes to support adult workers to progress from Level 2 to higher skills via apprenticeships, foundation degree or degree.

19 Addressing worklessness
Review existing programmes to further engage public and voluntary agencies in finding new solutions to worklessness.